

**Course Title:** Social and Behavioral Health Sciences in Public Health

**Course Number:** PHCO 0505 Spring 2023

**Course Location:** Zoom

**Course Date & Time:** Tuesdays 6-8pm

**Course Instructor:** Marybec Griffin (she/her)  
Assistant Professor  
Rutgers University - School of Public Health  
Department Health Behavior, Society and Policy  
683 Hoes Lane West  
Piscataway, NJ 08854

Email: [mcg197@sph.rutgers.edu](mailto:mcg197@sph.rutgers.edu)

**Course Assistants:** Tess Olsson (they/them)  
[tso21@sph.rutgers.edu](mailto:tso21@sph.rutgers.edu)

**Office Hours:** By appointment through FaceTime, Skype or phone. Students are encouraged and welcome to contact the instructor.

**Required Course Text:** None

**Additional/Supplemental Readings/Resources:** Required reading materials will include a combination of chapter texts, articles, websites and other sources.

**Course Description:** This course provides students with an overview of the concepts, principles, and methods of health education and behavioral science. Health education is introduced as one of the core public health functions. The course will review behavioral determinants of health and consider these in the context of behavior change theories. In addition, the course aims to provide students with an applied overview of needs assessment as well as program planning and evaluation methods, which are critical to implementing and sustaining effective public health programs.

**Course Synopsis and Learning Methods:** Class is structured for participatory learning. Most class sessions will contain a didactic presentation of the week's topic but not summarize the assigned readings. Class time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues.

**Competencies Addressed:** The competencies addressed in this course include:

- 1) Describe the role of a health educator and behavioral scientist in addressing public health problems (*Assessed by Midterm*);
- 2) Explain behavioral and psychological factors that affect a population's health (*Assessed by Behavioral and Psychological Factors Affecting Health Assignment*);

- 3) Apply basic theories concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (*Assessed by Assessed by Application of Behavior Change Models Assignment and Midterm*);
- 4) Assess population needs, assets and capacities that affect communities' health (*Assessed by Final*);
- 5) Select communication strategies for different audiences and sectors (*Assessed by Final*);
- 6) Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (*Assessed by Final*);
- 7) Describe the importance of cultural competence in communicating public health content (*Assessed by Final*);
- 8) Select methods to evaluate public health programs (*Assessed by Final and Group Health Education Program*);
- 9) Design a population-based policy, program, project or intervention (*Assessed by Group Health Education Program*); and
- 10) Communicate audience-appropriate public health content, both in writing and through oral presentation (*Assessed by Assessed by Behavioral and Psychological Factors Affecting Health Assignment and Group Health Education Program*).

**Course Objectives:** By the completion of this course, students will be able to:

- Articulate the role of health education/health promotion in addressing public health problems;
- Describe the role of health education agencies and critical stakeholders in the public health systems framework;
- Provide examples of the role of social and community factors in both the onset and solution of public health problems;
- Identify and apply basic health behavior theories and models to developing health education programs;
- Undertake methods of needs assessment and understand their importance in various populations;
- Describe methods for effectively planning and implementing health education programs;
- Critically assess written health education materials; and
- Broadly apply methods for evidence-based program evaluation.

**Course Requirements and Grading:**

<b>ASSIGNMENTS</b>	<b>DUE</b>	<b>GRADE VALUE</b>
<u>Active Participation.</u> Our greatest class resource is you! Your thoughts, ideas, questions and comments will enrich everyone’s learning experience, so please be <b>actively involved</b> in class! Be prepared by reading the course text and articles and participate in the classroom discussions.	---	5 points
<u>Personal Behavior Change Journal.</u> Each student will choose one health behavior that they want to change for themselves. Then each student will apply the knowledge and skills learned in the course to help them change their own behavior.	Weekly	15 points
<u>Behavioral and Psychological Factors Affecting Health.</u> Each student will choose one leading cause of death (health problem) and a target population (age group) and develop a written document (not a paper) for laypeople explaining the behavioral and psychological factors (PRE Factors) affecting that health problem. More details will be provided on Canvas.	February 7 <sup>th</sup>	10 points
<u>Application of Behavior Change Models.</u> Each student will choose one interpersonal theory and one intrapersonal theory and complete the assignment for each theory selected. More details will be provided on Canvas.	February 21 <sup>st</sup>	10 points
<u>Midterm.</u> One midterm exam will be based on readings and lecture materials. Unless arranged one week prior to the dates of the exam, make-ups will not be permitted.	March 21 <sup>st</sup>	20 points
<u>Group Assignment: Group Health Education Program.</u> In small groups, students will choose a health topic and associated health behavior and design a small-scale health education program. DUE DATES: Topic Selection: March 28 <sup>th</sup> Goals and Objectives: April 4 <sup>th</sup> Brief Program Description: April 18 <sup>th</sup> Final Group Presentations & Program Proposal: May 2 <sup>nd</sup>	Various dates	20 points
<u>Final Examination.</u> One final take-home exam will be based on readings and lecture materials.	May 2 <sup>nd</sup>	20 points
	<b>TOTAL</b>	<b>100 points</b>

**Grading Policy\***

This table contains numerical and letter grades

\*Grades will not be rounded.

94 -100	A
90 - <94	A-
87 - <90	B+
84 - <87	B
80 - <84	B-
77 - <80	C+
70 - <77	C
<70	F

**POLICY ON LATE WORK AND EXTRA CREDIT:**

- Late work will be accepted with a 10% deduction per day the assignment is overdue.
- Exceptions will be made on a case-by-case basis and only in urgent situations.
- There is only one opportunity for extra credit this semester (the March Madness Bracket).
- I do not have time to pre-grade assignments and make suggestions for how you can improve your grade. I am happy to look over assignments if you are unsure of the format.
- If you would like to know the possible final grade outcomes, you can calculate this using the grading components breakdown below.

**COURSE SCHEDULE**

Week	Date	Course Topic	Online 30	Assignments/ Assessments	Link To Competencies And Assessments
1	1/17	Course Overview and Health Education Roles and Responsibilities in Public Health	Behavior Change Journal #1	---	Describe the role of a health educator and behavioral scientist in addressing public health problems (Assessed by Midterm)
2	1/24	PRECEDE/PROCEED and Needs Assessment	Behavior Change Journal #2	---	Assess population needs, assets and capacities that affect communities' health (Assessed by Final)
3	1/31	Intrapersonal Level Behavior Change Theories: Health Belief Model and Transtheoretical Model	Behavior Change Journal #3	Submit Group Work Availability	Apply basic theories concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (Assessed by Application of Behavioral Change Models Assignment and Midterm)
4	2/7	Interpersonal Level Behavior Change Theories:	Behavior Change Journal #4	Behavioral and Psychological	Apply basic theories concepts and models from a range of social and

		Social Cognitive Theory and Diffusion of Innovations		Factors Affecting Health Due	behavioral disciplines that are used in public health research and practice <i>(Assessed by Application of Behavioral Change Models Assignment and Midterm)</i>
5	2/14	Community Level Behavior Change Theories: Socio-Ecological Model	Behavior Change Journal #5	---	Apply basic theories concepts and models from a range of social and behavioral disciplines that are used in public health research and practice <i>(Assessed by Application of Behavioral Change Models Assignment and Midterm)</i>
6	2/21	Community Level Behavior Change Theories: Community Organization and Social Support Networks	Behavior Change Journal #6	Application of Behavior Change Models Due	Apply basic theories concepts and models from a range of social and behavioral disciplines that are used in public health research and practice <i>(Assessed by Application of Behavioral Change Models Assignment and Midterm)</i>
7	3/7	Introduction to Program Planning and Needs Assessment	Behavior Change Journal #7	---	Assess population needs, assets and capacities that affect communities' health <i>(Assessed by Final)</i>
8	3/21	<b>Mid-Term Exam</b>	---	---	---
9	3/28	Program Planning: Part 1	Behavior Change Journal #8	Group Health Education Program: Topic Selection Due	Select methods to evaluate public health programs <i>(Assessed by Final and Group Health Education Program)</i>
10	4/4	Program Planning: Part 2	Behavior Change Journal #9	Group Health Education Program: Goals and Objectives Due	Select methods to evaluate public health programs <i>(Assessed by Final and Group Health Education Program)</i>
11	4/11	Program Evaluation	Behavior Change Journal #10	---	Select communication strategies for different audiences and sectors <i>(Assessed by Final)</i>  Apply awareness of cultural values and practices to the design or implementation of public health policies or

					programs (Assessed by Final)
12	4/18	Communication Strategies	Behavior Change Journal #11	Group Health Education Program: Program Description Due	Select communication strategies for different audiences and sectors (Assessed by Final)
13	4/25	Health Literacy and Cultural Competence	Behavior Change Journal #12	---	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (Assessed by Final)  Describe the importance of cultural competence in communicating public health content (Assessed by Final)
14	5/2	Group Health Education Program - Final Presentations	Behavior Change Journal #13	Final Take-Home Exam Due  Final Presentation Due  Final Paper Due	Design a population-based policy, program, project or intervention (Assessed by Group Health Education Program)  Communicate audience-appropriate public health content, both in writing and through oral presentation (Assessed by Application of Behavior Change Models Assignment and Group Health Education Program)

## COURSE READING LIST

Week	Date	Readings
1	1/17	<ol style="list-style-type: none"> <li>Turnock BJ. (2001). <b>Chapter 1:</b> What is Public Health? In Public Health: What It Is and How It Works. 2nd Edition. Gaithersburg, MD: Aspen Publishers, Inc., pp. 1-30. <a href="http://publichealth.jbpub.com/turnock/3e/Chapter01.pdf">http://publichealth.jbpub.com/turnock/3e/Chapter01.pdf</a></li> <li>Committee on Assuring the Health of the Public in the 21<sup>st</sup>Century, Board on Health Promotion and Disease Prevention. (2003). <b>Chapter 1:</b> Assuring America's Health. Washington, DC. The National Academies Press, pp. 19-45. <a href="https://www.nap.edu/read/10548/chapter/3">https://www.nap.edu/read/10548/chapter/3</a></li> <li>Committee on Assuring the Health of the Public in the 21<sup>st</sup>Century, Board on Health Promotion and Disease Prevention. (2003). <b>Chapter 2:</b> Understanding Population Health and Its Determinants. In The Future of the Public's Health in the 21st Century. Washington, DC. The National</li> </ol>

		<p>Academies Press, pp. 46-84.  <a href="https://www.ncbi.nlm.nih.gov/books/NBK221225/">https://www.ncbi.nlm.nih.gov/books/NBK221225/</a>            Under Views (on the right), you will find a link for a pdf of the chapter.</p>
2	1/24	<p>1. Gielen, A. C., McDonald, E. M., Gary, T. L., &amp; Bone, L. R. (2008). Using the precede-proceed model to apply health behavior theories. <i>Health behavior and health education: Theory, research, and practice</i>, 4, 407-29.  <a href="https://www.researchgate.net/profile/Edwin_Fisher/publication/43508113_Ecological_Models_of_Health_Behavior/links/5675959108aebcdda0e46cab.pdf#page=445">https://www.researchgate.net/profile/Edwin_Fisher/publication/43508113_Ecological_Models_of_Health_Behavior/links/5675959108aebcdda0e46cab.pdf#page=445</a></p>
3	1/31	<p>1. Janz NK, Champion VL and Strecher VJ. (2002). Chapter 3: The Health Belief Model. In Glanz K, Rimer BK, Lewis FM (Eds). <i>Health Behavior and Health Education: Theory, Research and Practice</i>. 3rd Edition. San Francisco, CA: Jossey-Bass, pp. 45-63.  <a href="#">Week04 Janz HBM.pdf</a></p> <p>2. Mehta P, Sharma M and Lee RC. (2013-2014). Designing and evaluating a Health Belief Model-based intervention to increase intent of HPV vaccination among college males. <i>International Journal of Community Health Education</i>. 34(1):101-117.  <a href="http://bit.ly/2MHsnPI">http://bit.ly/2MHsnPI</a> (Links to an external site.)</p> <p>3. Prochaska JO, Redding CA and Evers KE. (2002). Chapter 5: The Transtheoretical Model and Stages of Change. In Glanz K, Rimer BK, Lewis FM (Eds). <i>Health Behavior and Health Education: Theory, Research and Practice</i>. 3rd Edition. San Francisco, CA: Jossey-Bass, pp. 99-116.  <a href="#">Week04 Prochaska TTM SOC.pdf</a></p> <p>4. Han H, Gabriel KP and Kohl HW. (2017). Application of the Transtheoretical Model to sedentary behaviors and its association with physical activity status. <i>PLoS ONE</i> 12(4): e0176330. <a href="https://doi.org/10.1371/journal.pone.0176330">https://doi.org/10.1371/journal.pone.0176330</a> (Links to an external site.)</p>
4	2/7	<p>1. Baranowski T, Perry CL, Parcel GS. (2002). Chapter 8: How Individuals, Environments and Health Behavior Interact: Social Cognitive Theory. In Glanz K, Rimer BK, Lewis FM (Eds). <i>Health Behavior and Health Education: Theory, Research and Practice</i>. 3rd Edition. San Francisco, CA: Jossey-Bass, pp. 165-184.  <a href="#">Week05 Baranowski SCT.pdf</a></p> <p>2. Poddar KH, Hosig KW, Anderson-Bill ES, Nickols-Richardson SM and Duncan SE. (2012). Dairy intake and related self-regulation improved in college students using online nutrition education. <i>Journal of the Academy of Nutrition and Dietetics</i>. 112(12):1976-1986.  <a href="http://bit.ly/2MEgV7C">http://bit.ly/2MEgV7C</a> (Links to an external site.)</p> <p>3. Rogers EM. (1995). Chapter 1: Elements of Diffusion. In <i>Diffusion of Innovations</i>. 4th Edition. New York, NY: The Free Press, pp. 1-37.  <a href="#">Week05 Rogers DiffInnov.pdf</a></p> <p>4. Cragun DL, DeBate RD, Severson HH, et al. (2012). Developing and pretesting case studies in dental and dental hygiene education: Using the Diffusion of Innovations Model. <i>Journal of Dental Medicine</i>. 76(5):590-</p>

		601. <a href="http://bit.ly/2MFIPBI">http://bit.ly/2MFIPBI</a> (Links to an external site.)
5	2/14	<ol style="list-style-type: none"> <li>Minkler M and Wallerstein N. (1997). Chapter 3: Improving Health through Community Organization and Community Building. In Community Organization and Community Building for Health. New Brunswick, NJ: Rutgers University Press, pp. 30-52. <a href="#">Week06 Minkler CommOrg.pdf</a></li> <li>Wagoner KG, Rhodes SD, Lentz AW, Wolfson M. (2010). Community organizing goes to college: A practice-based model of community organizing to implement environmental strategies to reduce high-risk drinking on college campus. Health Promotion and Practice. 11(6):812-827. <a href="#">Link</a> (Links to an external site.)</li> <li>Heaney CA and Israel BA. (2002). Chapter 9: Social Networks and Social Support. In Glanz K, Rimer BK, Lewis FM (Eds). Health Behavior and Health Education: Theory, Research and Practice. 3rd Edition. San Francisco, CA: Jossey-Bass, pp. 185-209. <a href="#">Week06 Heaney SocialNetworks.pdf</a></li> <li>Meisel MK, Clifton AD, MacKillop J, Goodie AS. (2015). A social network analysis approach to alcohol use and co-occurring addictive behavior in young adults. Addictive Behaviors. 51:72-7 <a href="http://bit.ly/2C3I6IE">http://bit.ly/2C3I6IE</a> (Links to an external site.) (Links to an external site.)</li> <li><a href="#">(Links to an external site.)</a> Lee S, Chung JE, Park N. (2016). Network environments and well-being: An examination of personal network structure, social capital, and perceived social support. Health Communication. 33(1):22-31. <a href="http://bit.ly/2C3A8hB">http://bit.ly/2C3A8hB</a></li> </ol>
6	2/21	<ol style="list-style-type: none"> <li>Federal Plain Language Guidelines. (2011). Read Chapter 3. Write your document. <a href="#">FederalPLGuidelines.pdf</a></li> <li>Nielsen-Bohlman L, Panzer AM, and Kindig DA. (2004). Rice M and Valdivia L. (1991). Chapter 2: What is Health Literacy? In Health Literacy : A Prescription to End Confusion. National Academy of Sciences. <a href="#">Chapter2 HealthLiteracy.pdf</a></li> </ol>
7	3/7	n/a
8	3/21	n/a
9	3/28	<ol style="list-style-type: none"> <li>Green LW and Kreuter MW. (2005). Chapter 1: A Framework for Planning. In Health Program Planning: An Educational and Ecological Approach. 4th Edition. New York: NY: McGraw-Hill, pp. 1-28. <a href="#">Green Chapter 1.pdf</a></li> <li>Basch EC. (1987). Assessing Health Education Needs: A multidimensional-multi method approach. In Lazes PM, Kaplan LH, Gordon KA (Eds). The Handbook of Health Education. Rockville, MD: Aspen Publishers, Inc., pp. 49-73. <a href="#">Basch AssessingHealthEdNeeds.pdf</a></li> <li>Windsor RA, Clark N, Boyd NR, Goodman R. (2004). Chapter 2: Planning an Evaluation. Evaluation of Health Promotion, Health Education and Disease</li> </ol>



		<p>Prevention Programs.3rd Edition. New York: McGraw-Hill, pp. 36-77.  <a href="#">Windsor PlanningandEvaluation.pdf</a></p> <p>4. Gilbert GG.Chapter 3: Selecting an Intervention/Method.  <a href="#">Gilbert SelectingAnIntervention.pdf</a></p> <p>5. March of Dimes Hawaii Chapter. (2004). "SMART" Objectives.  <a href="#">MarchofDimes SMARTObjs.pdf</a></p>
10	4/4	<p>1. Green LW and Kreuter MW. (2005). Chapter 1: A Framework for Planning. In Health Program Planning: An Educational and Ecological Approach. 4th Edition. New York: NY: McGraw-Hill, pp. 1-28.  <a href="#">Green Chapter 1.pdf</a></p> <p>2. Basch EC. (1987). Assessing Health Education Needs: A multidimensional-multi method approach. In Lazes PM, Kaplan LH, Gordon KA (Eds). The Handbook of Health Education. Rockville, MD: Aspen Publishers, Inc., pp. 49-73.  <a href="#">Basch AssessingHealthEdNeeds.pdf</a></p> <p>3. Windsor RA, Clark N, Boyd NR, Goodman R. (2004). Chapter 2: Planning an Evaluation. Evaluation of Health Promotion, Health Education and Disease Prevention Programs.3rd Edition. New York: McGraw-Hill, pp. 36-77.  <a href="#">Windsor PlanningandEvaluation.pdf</a></p> <p>4. Gilbert GG.Chapter 3: Selecting an Intervention/Method.  <a href="#">Gilbert SelectingAnIntervention.pdf</a></p> <p>5. March of Dimes Hawaii Chapter. (2004). "SMART" Objectives.  <a href="#">MarchofDimes SMARTObjs.pdf</a></p>
11	4/11	<p>1. Green LW and Kreuter MW. (2005). Chapter 7: Evaluation and the Accountable Practitioner. 4th Edition. New York: NY: McGraw-Hill, pp. 215-260. <a href="#">Green EvaluationAndTheAccountablePractitioner.pdf</a></p> <p>2. McKenzie JF, Neiger BL and Thackeray R. (2001). Evaluation Approaches, Framework, and Designs. In Planning, Implementing, and Evaluating Health Promotion Programs: A Primer. <a href="#">McKenzie EvaluationApproaches.pdf</a></p> <p>3. Centers for Disease Control and Prevention. (2009). Evaluation Briefs: Developing Process Evaluation Questions. <a href="#">CDC ProcessEvaluation.pdf</a></p>
12	4/18	<p>1. <a href="#">Federal Plain Language Guidelines. (2011). Read Chapter 3. Write your document</a></p> <p>2. <a href="#">Nielsen-Bohlman L, Panzer AM, and Kindig DA. (2004). Chapter 2: What is Health Literacy? In Health Literacy : A Prescription to End Confusion. National Academy of Sciences.</a></p>
13	4/25	<p>1. Read online: Community Toolbox. Chapter 27-Section 1: Understanding Culture and Diversity in Building Communities (Read Section 1)  <a href="https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culture-and-diversity/main">https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culture-and-diversity/main</a> (Links to an external site.)</p> <p>2. Read online: Community Toolbox. Chapter 27-Section 2: Building Relationships with People from Different Cultures (Read Section 2)  <a href="https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culture-and-diversity/main">https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culture-and-diversity/main</a></p>

14	5/2	n/a
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## ASSIGNMENT STANDARDS

**The Module Examinations and Final Examination are to be done INDEPENDENTLY, not with other classmates.**

**Lateness.** Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement at least one week before class, there is a 15% point penalty for written work turned in late. Assignments are posted to Canvas by the due date. If you need to turn in something after the date due, please discuss it with the instructor to avoid point penalty.

**Grammar/Spelling.** If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a five (5) point penalty or the student can accept a failing grade. There is a formal policy on plagiarism in the college catalog that will be the policy for the class.

**Citations.** Preferred citation style for references in written assignments will be American Psychological Association (APA). Please use this APA citation style for electronic references.

**Course Materials. Readings, presentations and assignments will be available on Canvas.**

**Margins and Page Limits Requirements.** Refer to each assignment instructions for margins and page limit requirements. A deduction of 10% will occur if assignment over the maximum page limit. Instructions will be available on Canvas.

**Extra Credit.** There will be a couple of ways to earn extra credit for this class (such as being actively engaged in the Twitter conversations-above expectations and for quality). Extra credit opportunities will be posted.

## SCHOOL SYLLABUS POLICIES

**Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support ([help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).**

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog ([sph.rutgers.edu/academics/catalog.html](https://sph.rutgers.edu/academics/catalog.html)). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the

writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must Apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at [ods.rutgers.edu](https://ods.rutgers.edu). The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: [sph.rutgers.edu/student-life/computer-support.html](https://sph.rutgers.edu/student-life/computer-support.html).

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: [sph.rutgers.edu/academics/school-calendar.html](https://sph.rutgers.edu/academics/school-calendar.html)